



CATCOTT PRIMARY SCHOOL

Whole School Provision Map Sept 2024 – July 25

Universal Provision

‘High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who may or may not have SEN’.
SEN Code of Practice 6.37

Universal provision will include a range of teaching strategies, visual aids, modelling and scaffolding of work. The teacher will provide the best inclusive learning environment for each pupil.

SEN Support

Universal provision plus additional and different intervention.

The teacher will make assessments on the child’s need and use the Somerset Graduated Response tool to begin an APDR (Assess, Plan, Do, Review) cycle. The teacher will work with the SENCO to develop focused targets and discuss strategies for the individual child. At this point a child may receive a ‘Pupil Passport’ to ensure targets are shared with parents and the child. If strategies are successful, the child will return to universal provision.

High Needs

Universal provision plus SEN support and highly personalised provision.

‘Where despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the CYP (Child or Young Person), the CYP has not made expected progress, the school or parents should consider requesting an Education and Health Care needs assessment.’ SEN Code of Practice 6.63



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A full listed bank of needs, assessments, barriers, tools, strategies and resources are available via the link below:

[Somerset's Graduated Response Tool](#)

The following provision plan below, is arranged under the areas of need and split into universal, SEND support and high needs.

Cognition & Learning			
Assessment:			
<ul style="list-style-type: none"> ▪ Phonics assessment ▪ Reading / spelling age ▪ Standardised reading / spelling assessments ▪ Observations ▪ SATs ▪ Verbal & non-verbal testing ▪ See Somerset Graduated Response for hyperlinks to additional support 			
Need	Universal Provision	SEN Support	High Needs
<ul style="list-style-type: none"> ▪ Slower rate of progress than peers ▪ Phonological & short term memory difficulties ▪ Difficulties acquiring new skills, particularly in English and Maths ▪ Problems with fluency and/accuracy ▪ Pace or quality of work e.g. handwriting, punctuation, vocabulary ▪ Difficulty in understanding abstract ideas 	<ul style="list-style-type: none"> ▪ Establish name and eye contact (unless ASD is present / suspected) ▪ Clear, simple instructions – one at a time. ▪ Clarify, display and refer back to new / tricky vocabulary ▪ Check understanding frequently ▪ Consistent use of positive language ▪ Mind map / write down key points. 	<ul style="list-style-type: none"> ▪ Targeted English and Maths programmes inc. additional phonics support in KS2 ▪ Regular sensory breaks ▪ High level of Teaching Assistant support across the curriculum ▪ Alternative methods of recording e.g. mind mapping, video/audio, typing ▪ Additional time for key areas in curriculum areas e.g. reading comprehensions 	<ul style="list-style-type: none"> ▪ EHCP Section F - Cognition & Learning guidance ▪ Specific, specialist programmes e.g. communicate and print ▪ Specialist advice from Educational Psychologist ▪ Specialist advice from Virtual Schools Advisory Teachers ▪ Specific 1:1 or small group adult support



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<ul style="list-style-type: none"> ▪ Possible speech & language e.g. generalising information & understanding abstract language ▪ Possible problems with fine / gross motor skills ▪ Possible signs of frustration and/or aggressive behaviours ▪ Difficulties with sequencing, ordering, word finding ▪ Possible difficulties in language exchanges ▪ Difficulty with specific maths concepts e.g. time, money, fractions. ▪ Pace of learning and retaining information with mental arithmetic ▪ Avoidance strategies ▪ Low confidence / self-esteem ▪ Episodes of dis-engagement ▪ Checking frequently with adults, or not even starting until an adult is present. 	<ul style="list-style-type: none"> ▪ Give additional time for responses & processing ▪ Visual clues / prompts ▪ Visual timetable (may be individual), now & next board ▪ Opportunities for working collaboratively ▪ Working walls with key vocabulary ▪ Repetition and worked examples of new skills ▪ Tasks simplified or extended ▪ Vocabulary cards, phonics games ▪ Multisensory approaches ▪ Modelling and scaffolding work ▪ Effective questioning ▪ Regular assessment to inform next steps ▪ Daily practice e.g. reading, times table ▪ Pre-teach vocabulary ▪ Audio books / paired reading ▪ Unlocking letters & sounds ▪ Talking before writing ▪ Dictate function of Office 365 ▪ Support with images & rehearsing problems ▪ Avoid copying from the board ▪ Concrete materials e.g. cubes, numicon 	<ul style="list-style-type: none"> ▪ Access arrangements for tests and exams 	
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	<ul style="list-style-type: none">▪ Colour coding e.g. axis, vocab, flow charts		
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Communication & Interaction

Assessment:

- Phonics assessment
- Reading / spelling age
- Standardised reading / spelling assessments
- Observations
- SATs
- Verbal & non-verbal testing
- See Somerset Graduated Response for hyperlinks to additional support
- Speech & Language referral after some strategies implemented from universal provision

Need	Universal Provision	SEN Support	High Needs
<ul style="list-style-type: none"> ▪ Slower rate of progress than peers – particularly in English ▪ Difficulty with the use of language e.g. limited vocabulary, struggling to put words into sentences. ▪ Immature speech sounds e.g. ‘gar’ for ‘car’ ▪ Difficulties with listening and attention e.g. over reliance on others, acting out / withdrawal. ▪ Possible problems understanding non literal language e.g. jokes, sarcasm, idioms & synonyms ▪ May be delayed in beginning instructions 	<ul style="list-style-type: none"> ▪ Hearing and vision problems should be ruled out ▪ Give explicit instructions (no double meanings & avoid sarcasm) ▪ Pre-warnings given for changes to routines. ▪ Visual prompts e.g. timetables, instructions, resource areas ▪ Systematic organisation of learning tasks ▪ Motivate with praise and small improvements ▪ Calm learning environment, where possible, to allow for focused listening 	<ul style="list-style-type: none"> ▪ Personalised Speech & Language Plan ▪ Autism and communication team referral ▪ Personalised, individual interventions ▪ Individual work station and individual timetable ▪ Regular sensory breaks ▪ High level of TA support ▪ Comic strip conversations / social stories ▪ Individual prompt cards for turn taking and taking part in small group activities ▪ Targeted speech programme ▪ Talk buttons 	<ul style="list-style-type: none"> ▪ EHCP – Section F – Communication & Interaction targets ▪ Specialist team involvement – outside agencies ▪ Autism & Communication team reviews and support ▪ 1:1 TA support ▪ Educational Psychologist support ▪ Total Communication approach - signs, symbols and gestures to communicate needs



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<ul style="list-style-type: none"> ▪ Struggles to remember long sentences and new vocabulary ▪ Difficulty in initiating a conversation ▪ Struggles to know when it's their turn to speak and may be unaware of the listener. ▪ Possible difficulty in interpreting non-verbal cues & facial expressions ▪ Inconsistent use of eye contact ▪ Difficulty maintaining conversation ▪ Difficulty in listening and maintaining attention ▪ Use of echolalia ▪ Anxiety in busy, unpredictable environments ▪ Social skills and language difficulties e.g. literal language – presenting as rude to others 	<ul style="list-style-type: none"> ▪ Prompt cards for group work and conversation sentence starters ▪ Teacher, TA support when appropriate ▪ Peer support – group / pair work. ▪ Provide opportunities for independence ▪ Scaffolding of tasks ▪ Active listening examples in PSHE / circle time ▪ Adults aware of need at lunchtime play to support interaction ▪ Use of Somerset Total Communication where needed ▪ Home / school communication so that adults are made aware of changes ▪ Use of the Children and Young Peoples Fact Files (see link on Graduated Response) 	<ul style="list-style-type: none"> ▪ Communicate and print ▪ Parental engagement to ensure continuity in approaches to language support ▪ Pre-teaching of vocabulary with TA ▪ Mind maps and alternative representations ▪ Targeted comprehension group for reading ▪ Additional support e.g. unlocking letters & sounds 	
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Sensory & Physical Needs

Assessment:

- Observations
- Occupational Health Assessment
- PIMS Team
- Hearing Impairment Team
- Vision Support Team
- Fine & Gross Motor Skill Assessment
- See Somerset Graduated Response for hyperlinks to additional support

Need	Universal Provision	SEN Support	High Needs
<ul style="list-style-type: none"> ▪ May seek adult support to move around the school / classroom ▪ Refrains from moving around ▪ Struggles to open doors ▪ Requires additional support to evacuate the building in case of an emergency ▪ Requires adult support with using the toilet e.g. cleaning themselves, accessing the toilet, sink, nappy changes ▪ Can appear to take longer to complete tasks ▪ Complains of pain and can fall off chair ▪ Poor quality work and struggles to maintain posture 	<ul style="list-style-type: none"> ▪ PEEP (Personal Emergency Evacuation Plan) ▪ Possible physical changes / adaptations to the school building ▪ PIMS Team training (Personal and Intimate Care) ▪ Use of CYPTS Fact files ▪ Changes made in light of Occupational Therapy Assessments ▪ Break / Lunch time arrangements – to avoid crowds and waiting in queues ▪ Close liaison with parents ▪ Reduce environmental noise where possible 	<ul style="list-style-type: none"> ▪ Individual Occupational Therapy Plan targets to be carried out by TA ▪ High level of TA support throughout the day ▪ Hearing Impairment Team advice and reviews ▪ Visual Support Team advice and reviews ▪ PIMS team advice and reviews ▪ Additional specialist support from e.g. Educational Psychologist 	<ul style="list-style-type: none"> ▪ EHCP – Section F – Sensory & Physical Needs targets ▪ Specific 1:1 adult support ▪ Consistent outside agency support. ▪ Specialist advice from Educational Psychologist ▪ Specialist advice from Virtual Schools Advisory Teachers



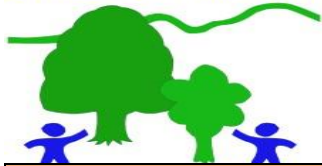
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<ul style="list-style-type: none"> ▪ Illegible Handwriting ▪ Reluctant to write ▪ Unable to keep up with the pace ▪ Unable to record ideas ▪ Difficulty typing – uses single fingers ▪ Struggles to track from the board to paper ▪ Misses information ▪ Difficulty manipulating small objects, using scissors and cutlery ▪ Occasional support to mobilise ▪ Difficulty sitting on the floor and getting up ▪ Struggles to co-ordinate in PE ▪ Falls / trips frequently ▪ Bumps into people and furniture in the classroom ▪ Difficulties throwing / catching ▪ Poor timing and sequence of movements ▪ Difficulties with balance <p>VISUAL</p> <ul style="list-style-type: none"> ▪ May hold materials close to their face ▪ Poor posture ▪ No response to non-verbal instructions or facial expressions 	<ul style="list-style-type: none"> ▪ Visual cues ▪ Subtitles on visual material ▪ Simplified text / language ▪ Modified resources e.g. large print / colour paper ▪ Seating positions and proximity to teacher and board ▪ Differentiated work and resources for all areas of the curriculum ▪ Allow processing time ▪ TA support when necessary ▪ ICT use where appropriate ▪ PSHE – Social skills ▪ Exam access arrangements ▪ Handwriting slope or alternative positions ▪ Alternative ways of recording ▪ Reduce expectation of volume of work ▪ Specific handwriting programmes ▪ Use of keyboard for some work 		
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<ul style="list-style-type: none">▪ Hesitate when walking – bumping into things▪ Unusual gait when walking▪ Short attention span when reading / writing▪ Tilt head excessively to one side▪ Excessive head movements when reading▪ Squint / frown at the board▪ Struggle to copy▪ Poor hand/eye coordination <p>HEARING</p> <ul style="list-style-type: none">▪ Immature grammar and speech sounds ‘me want apple’▪ Less expected progress in phonics / curriculum▪ Loses focus more often▪ Response varies to name called▪ Do not turn head on name being said▪ Often asks for repetition of instructions▪ Difficulty expressing needs accurately▪ Social difficulties and joining in conversations			
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Social, Emotional & Mental Health

Assessment:

- Strengths & Difficulties questionnaire
- SNAP IV Form
- Boxall Profile
- Educational Psychologist Assessment
- School Senior Mental Health Lead

Many children will experience the following needs at some point during their school career, however this does not mean they have SEN. SEMH is complex and the follow needs would need to be monitored for frequency and severity for SEN Support to be required

Need	Universal Provision	SEN Support	High Needs
<ul style="list-style-type: none"> ▪ Difficulty organising themselves and remaining on task ▪ Impulsive behaviours ▪ Hyper vigilance ‘fight, flight or freeze’ response ▪ Rushing work ▪ Unable to regulate emotions and may withdraw or have an outburst ▪ Frequent low-level disruption ▪ Significantly unhappy, anxious and/or stressed ▪ Failure to make progress across the curriculum ▪ Frustration and early indications of disaffection or disillusion ▪ Poor or sporadic attendance ▪ Vulnerable to bullying, manipulation or exploitation 	<ul style="list-style-type: none"> ▪ ELSA (Emotional Literacy Support Assistant) Short Term, specific support, delivered in 6 week blocks. ▪ Well-being framework (Somerset health) ▪ Emotion coaching ‘I wonder if...’ ▪ Solution focused approaches (focus on strengths/interests) ▪ Personalised learning targets ▪ PSHE / Circle Time ▪ Relaxation activities e.g. colouring, drawing, story time, mindfulness ▪ Consistent classroom rules ▪ Safe space / calm area ▪ Keep records of concerns and share with parents 	<ul style="list-style-type: none"> ▪ Significant TA support ▪ Assessments for other areas e.g. ADHD / ASD ▪ Referral to outside agencies e.g. Young Somerset ▪ Play based area at school, to support strategies to regulate behaviour ▪ Consistent strategies used for de-escalation with adult support ▪ Pastoral Support Plan – for children who are at risk of exclusion. Completed with parents ▪ Individualised PSHE input from an adult to support child’s needs 	<ul style="list-style-type: none"> ▪ EHCP – Section F – Social, Emotional & Mental Health Needs ▪ 1:1 TA support throughout the day ▪ Highly personalised curriculums and / or alternative outside provision to support SEMH needs ▪ Specialist advice from Educational Psychologist ▪ Specialist advice from Virtual Schools Advisory Teachers ▪ Consistent support from outside agencies e.g. OT, S & L, Young Somerset, PFSA, Taunton Deane Partnership ▪ Referral for alternative therapies e.g. Theraplay, play



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<ul style="list-style-type: none"> ▪ Difficulty in making healthy relationships with peers ▪ Disruptive behaviour e.g. throwing chairs, destroying work, verbal / physical aggression, screaming, shouting and self-injurious behaviours ▪ Behaviour at home that may not be seen at school ▪ Avoiding the curriculum ▪ Change in demeanour / appearance (may be over time or quickly) ▪ Unpredictable triggers ▪ Low confidence / self-esteem 	<ul style="list-style-type: none"> ▪ Visual timetable / now & next board ▪ Play based activities e.g. messy play, playdough, music ▪ Daily meet & greet / check-in ▪ Change of face (change adults to de-escalate situations) ▪ Use opportunities to build positive relationships ▪ Clear goals, outputs and timescales ▪ Short tasks, with frequent breaks and opportunities to move around ▪ Scaffolding for learning when appropriate ▪ Reward charts / systems ▪ Pupil / parent / school communication ▪ CPOMS to record incidence to look for patterns / triggers 		<p>therapy, art therapy, lego therapy</p>
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